

Vol. II, No. 2.

ACADEMY HERALD



GOULD'S ACADEMY.

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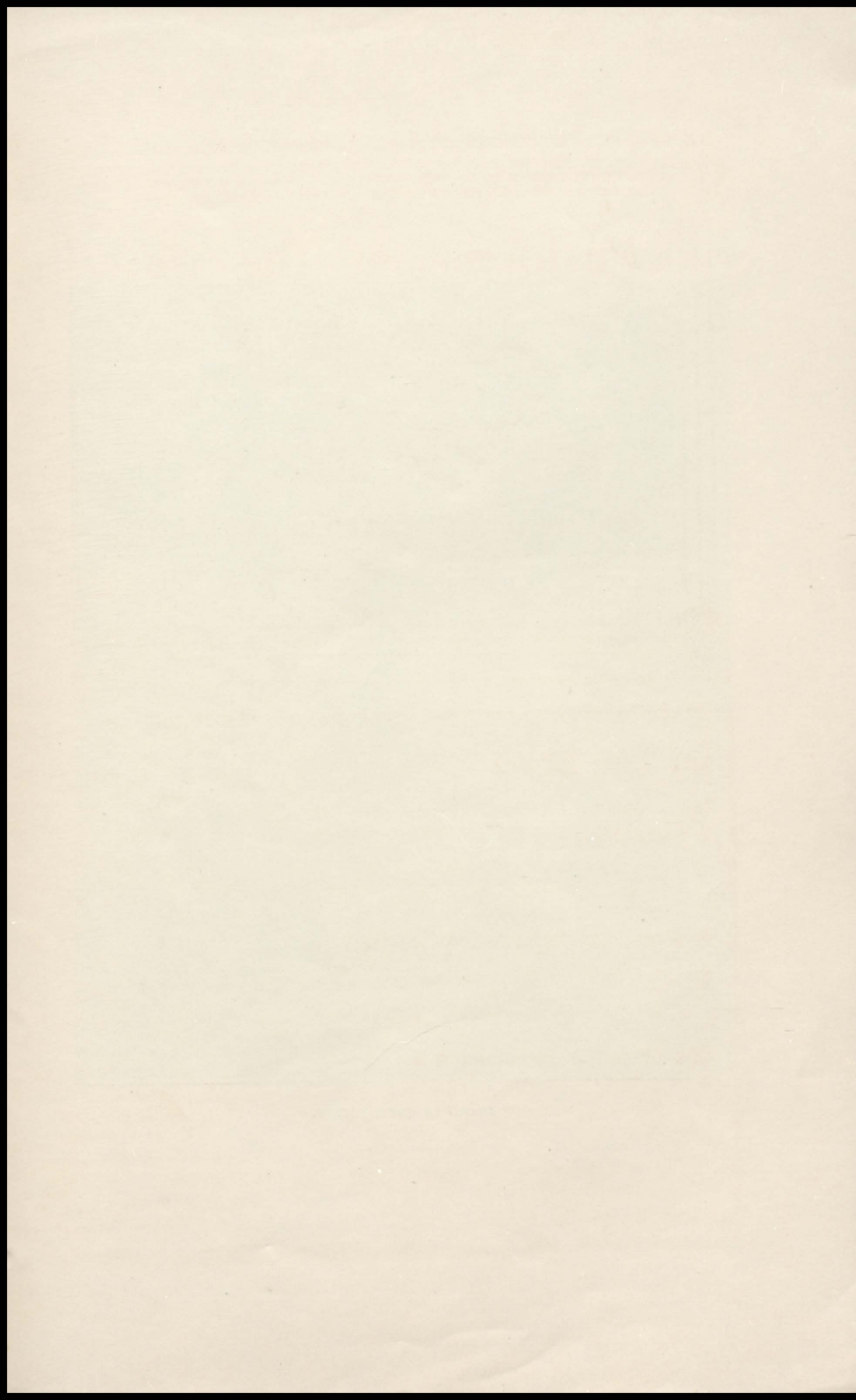
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BOARD OF INSTRUCTION.

Dedication.

To The Alumni
of Gould's Academy

who, from Maine to California, hold their Alma Mater
in fond remembrance, and whose lives are sources
of inspiration to its present students,

This Issue

♦

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♦

♦

Of The Herald

is cordially dedicated by



The Students.

Dedication

By the Author

TO THE

MEMBERS OF THE
SOCIETY OF THE
SACRAMENTO VALLEY

AND

THE

The Academy Herald.



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The Academy Herald.

VOL. II.

BETHEL, MAINE, FEBRUARY, 1898.

NO. 2.

The Academy Herald,

DEVOTED TO THE INTERESTS OF

GOULD'S ACADEMY.

—PUBLISHED BY THE STUDENTS.—

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Editorials.

THE hearty reception given to the last issue of THE HERALD has greatly encouraged the editors and stimulated a determination to make the present number equally or more interesting to its readers. It should ever be the aim of our editors to profit by the experience gained by each successive publication; and we trust our successors, even if they find nothing in our work worthy of imitation, may, at least, profit by our mistakes.

WE know it will give great pleasure to those who have always felt and shown a sincere interest in Gould's Academy, to learn of the marked increase in attendance and in interest during the past year. With seventy loyal, enthusiastic students for the winter term, we see no reason why we should not have a still larger number in the spring; and if the present interest can be maintained, the near future will see our building filled to its utmost capacity. Surely, Gould's Academy is well equipped, in every way; to fit young

men and women for college or for the active duties of life.

THE drawing class, under the instruction of Mr. Field, is held at the Academy on Thursday evening of each week. The work is a new and very interesting feature of our school. Mr. Field, in his pleasant and interesting manner of teaching, relieves the work of whatever drudgery there might otherwise be in it. Mechanical, free-hand, and object drawing are to be taught, and the members of the Geometry class can testify to the aid it is to them already. It must be gratifying to the teachers, also, to see symmetrical, neatly-drawn figures in place of the once careless, hap-hazard efforts.

DURING the present term, the relations between students and teachers have continued to be of the most pleasant nature, greatly to the advantage of the school and to the pleasure of all concerned. The value of this feeling of good-fellowship and mutual respect can hardly be over-estimated. No really good work can be done under compulsion; but when the teacher respects and trusts his students, and is able to *win*, not *compel* obedience and attention; when the student, in turn, trusts and respects his teacher, and finds in him a friend and comrade,—these are the ideal relations, the conditions that make school-work a pleasure rather than a task. Let us, as students, strive to do our part to maintain these relations. We can do this in no better way than by complying readily with all needed regulations, and by bringing to our work cheerful faces and a determination to meet our teachers more than half way in all their efforts for our good.

OUR reading room is a source of never-failing delight to us. It has recently been supplied with all the leading daily and weekly newspapers, and the standard monthly magazines, and is gradually being patronized more and more by the students. A school without a good reading-room, lacks one of its most interesting and most helpful departments. We are proud to possess so valuable an auxiliary to a general education.

THE business managers of the Academy HERALD wish to thank all those students who, in any way, aided in the success of our last edition, whether by literary contributions or in a financial sense; also, our fellow-townsmen who so willingly advertised in THE HERALD. Although we were unable to sell as many copies of the paper as we had expected, they have been sent to prospective students and to those interested in the school; and thus we hope they have been of some benefit to the Academy. To our friends who are not students, we wish to report that from the proceeds of THE HERALD, we have presented to the school a Standard Dictionary of two volumes, bound in full russia, which, with holder, costs about thirty dollars.

DO we ever realize until long after our school-days are over, the influence our fellow-students exert over us? Those with whom we are in daily companionship for four years rank next to brothers and sisters in our hearts. In choosing associates, we should select those whose companionship will bring out the best there is in us. In the manly boys and womanly girls who attend Gould's Academy, we need fear no evil associations; for we feel confident there is not one among our number who would stoop to a mean ignoble action himself or even countenance it in others. The interests of our school are too near our hearts, and we prize too highly the respect and confidence of our teachers and friends to run the risk of forfeiting that respect and confidence by doing or saying things of doubtful propriety.

DURING the present term the gymnasium has been open to the students Monday and Wednesday evenings of each week from seven until half-past eight, and Saturday afternoons from two until five o'clock. We are glad to see the interest shown by the students in this department of their work—for it should be a part of their work as much as any other. We believe the student who takes a good, healthy interest in athletics becomes a better student in every way because of this interest. The boy who is determined to excel in his sports generally carries the same determination into his other undertakings. The physical organism can be kept in a healthy condition only by proper and regular exercise; and, without this condition, the best mental labor is absolutely impossible.

THE Parliamentary Law Class continues to hold weekly sessions in the assembly room at the Academy. The meetings are opened with the roll-call, each member responding to his name by repeating some fact relative to parliamentary law. Mr. Hanscom then gives a brief talk, after which all questions which members of the class choose to ask concerning parliamentary practice, are fully answered and explained. The class is then left to conduct its own meetings, and thus learn, by doing, to apply the principles taught. The class is being gradually transformed into a debating club, and many of the vital questions of the day have already been *wordily* discussed and *positively* decided. The ability with which some of our youthful parliamentarians wield the gavel would make our own Tom Reed green with envy.

ONE who is to accomplish anything of importance must have great patience and persistence in dealing with all manner of obstacles. These very obstacles are the test of the greatness of his aim and the steadfastness of his purpose. If he conquers them, he is worthy of success; if he yields to them, or hesitates, he is not the man to win and wear the laurel wreath. Training can and does develop natural endowment, and greatly increases skill and confidence. By doing our own work, we develop and increase, through

use, any faculty or power we may possess. Training gives character and courage. Thinking and working out our own problems insures strength and confidence. Our minds, as well as our hands, are our servants, and they must be carefully trained if we are to receive their highest and best service.

IT has been the object of the editors to make this issue of more than usual interest to former students, and to that end contributions have been solicited from the alumni. The promptness with which some have responded to those requests is very gratifying, and shows that they still have a warm corner in their hearts for Gould's Academy. Why cannot THE HERALD be made a means of communication between those who, in the many years since Gould's Academy was founded, have "studied, thought, and learned" within its walls. If each of the alumni—be he far or near—into whose hands this number of THE HERALD should fall, would kindly send information concerning his own whereabouts, together with any facts concerning other former students, to the present principal, the column of "Alumni Notes" might be made one of the most interesting and pleasing features of our paper. We can give them news and facts relative to the school; but they want more than that: they want to know the success of their school-mates and classmates. Scattered over the world, this information must come largely through the school paper. Often we must give in order to gain information, and communications from the alumni will be a means toward an end.

It is inconceivable to the writer why our school has no Alumni Association. Such an association would surely be a source of gratification to its members and of great value to the school. We believe the graduates of Gould's Academy are no less loyal to their Alma Mater than those of other schools, and while no *one* might be able to accomplish much, the combined efforts of all, easily could become a mighty power for good to the school. We would like to know the opinion of the alumni regarding such an association.

SELF-KNOWLEDGE AND SELF-VALUATION.

MANY years ago, a little wondering child heard a principal of Gould's Academy deliver his farewell charge to the graduating class. To the little soul so new to earthly life, the members of the class looked like gods and goddesses, and the teacher was the most majestic being her childish mind could conceive, so that the words that fell from his lips and were reflected in the thoughtful faces before him, made an ineffaceable impression;—nothing more than an impression, however, for the only sentence that remained in the mind was, "Respect your own individuality."

In later years, a great painting brought these words to mind from out the effaced past, as an apposition of thought. The artist had thrown upon his canvas the bold outlines of an ancient temple, with this motto, in Greek, carved over the portal, "KNOW THYSELF." At the foot of the steps stood a youth, looking up in thoughtful wonder at the words, and with an introspective look upon his nobly-beautiful face which told the story of a work already begun within himself,—dating, perchance, from the hour his careless feet had wandered to the temple's steps.

Those, to-day, who are watching the currents that sweep through the great ocean of educational life, and have lived long enough to see in what directions the most successful results have been obtained, are asking more and more earnestly, "How can the young be so educated that they may most surely and readily learn how to know and value themselves?" Millions of dollars, together with the best efforts of earnest minds and devoted hearts, have been offered to solve the problem. Method after method has had its day, its way, and perished in turn. Contradictory results have been obtained, surprises have met the educators at every turn; but the only result thus far attained with the great educational machines of our large cities has been the meagre one of securing "the greatest good for the greatest number," whilst with this statement must always be coupled the other, "the weakest goes to the wall."

At one time, the magnificent system of elementary instruction of the public schools of Boston, Cleveland and other large cities was the despair of less well-organized communities, and nothing less than this military drill seemed worth the while. Surely, there has been nothing yet shown in educational methods, that can compare with the accuracy, rapidity of thought, and clearness of expression thus gained. The children are so superior in the grammar grades that one confidently expects to see them at the end of a High School course standing forth in a perfection of young development. But here comes a disappointment: the very military precision of the little army as it marches out into the world from graduation day, seems to be opposed to all originality, and the faultless ranks bear the impression of monotony and lack of individuality. They do not bear out the promise of their earlier years.

The education that leads one to desire knowledge for its own sake has not been received, and the average student drops his books forever at the last day of school.

Startled by these facts, a group of educators met, not long ago, to discuss the situation. This meeting was followed by some powerful magazine articles wherein a plea was made for methods to be tried that would obtain the results once produced by the best of the old-time country Academies, which, it was acknowledged, had sent into the world some of its very best educators, and a greater preponderance of original minds than any other system. The plea was urged that true educational results can be reached only where the young are brought under the personal influence of instructors who are so situated as to be able to give each pupil individual attention, and can take a careful survey of his capabilities, character, and temperament.

The high-grade private schools of the great cities are built upon the foundation of personal oversight given each pupil, and none can doubt the immense advantage lying in the fact that a student is looked upon as an individual rather than as an indistinguishable atom in the great mass of humanity. The more sensitive the nature, the finer the

organization,—the more hopeless the possibility of a happy and even development, and woe betide the child whose birthright has included the touch of genius. There is no place in the rank and file for the star-gazer.

More breathing space, more consideration of individual needs, would have saved many a despairing student who dropped by the way and was left behind—often possessing rare abilities which only needed recognition and a helping hand to have developed power and action. Recognizing this need of a radical change, the country Academy is promised a revival by the powers behind the educational throne, for the power of personality is more than ever valued by modern thinkers.

Dr. Arnold of Rugby;—what a beneficent halo his name has thrown over the harsh outlines of English school-life! Dr. Taylor of Phillip's Andover;—how the rugged strength of his nature has been taken into the personal life of thousands!

There is not another situation in the world which has its equal for power and direct influence, as that wherein a young mind is placed in the care of a superior teacher for a series of years. The pupil becomes moulded into the likeness of the cultivated mind, whilst his latent faculties and talents are developed under a watchful and comprehensive eye,—for not even the parents know a child as the teacher knows him,—and no other influence in after life can compare with this dominant one.

Gould's Academy is needed in this community; it is needed in the world. Its present standards, its methods, its ideals, are upon the lines the most earnest educators of the day are approving. Its gentle but firm discipline begins to show results in the manifest self-control and dignified obedience that marks a new era of cultivation in the school,—which is really a little world in itself, with its own standards.

Already our town feels itself better worthy the respect of the outside world; our young people walk with uplifted brows; the community is stirring with a new sense of the value of a fine school. Let this enthusiasm but increase, and in five years' time Gould's

Academy will be holding a place among the first fitting schools of New England. Ten years from now it will be an educational centre, and every citizen of the town will be receiving personal benefits therefrom.

The supply only awaits the demand—and this demand will be made as soon as the outside world knows that they who are laying the foundations of this future, have already adopted as educational aids the principles involved in the lessons taken from the good and wise, who left as legacies to coming generations these precepts; "Know Thyself," "Respect your own Individuality."

MARIAN TRUE GEHRING.

THE POWER OF INFLUENCE.

"I am a part of all that I have met."—Tennyson.

THE power of influence which some people exert over us is almost incredible; but the power of influence which books and pictures wield is beyond all knowledge.

Those majestic lives that move in gracious dignity through the pages of history, those phantom-like visions haunting the memory of some poem, and those commanding, yes, benign countenances, that look down from their frames upon us, all influence us. In art or literature, every heart finds either its ideal or finds some dominant characteristic which peculiarly appeals to itself.

A little child once gazing into the all-loving face of this Sistine Madonna, said, "How kind she looks!" Many a heart has worshipped at the same shrine, and, filled with admiration and awe, has whispered the thoughts of this little one.

The one picture in the world which has, perhaps, produced the most varied effects upon its beholders is, Guido's "Archangel Michael." It is to this inspired picture that Mrs. Ward, in her "Singular Life," directs the gaze of her hero. This masterpiece portrays the struggle of good over evil. Saint Michael, gracefully poised upon the writhing figure of evil, has an expression of heavenly severity in his face; a celestial tranquility pervades his whole body.

Two travellers once stood together before this picture. The one, a beautiful girl who

worshipped at the Virgin's shrine, saw only the high moral and intellectual aspect. To her the radiant face of Saint Michael shed upon her pure soul a divine benediction. To the other, whose life was tainted with guilt, the ugly form of the monster of evil, with all its fierceness and unutterable horror, became her study.

France cherishes the legend of a young girl who once saw this conception of Saint Michael. To her, the sunset lights glittering through the cathedral windows, created in her mind another archangel. Later, when she was studying in Paris with a famous artist, she exclaimed, one day, "Ah, if you only knew how beautiful is the Saint Michael in my mind!" Long did she sit before her untouched canvas; but with her dreams came the heavenly vision and being obedient to it, with closed eyes she painted, painted on. At dawn, the artist, drawing aside the curtain of the studio, saw the divine face of her Saint Michael; but the lifeless body of the girl stretched before the easel told that her work was finished.

To us, our life's dream is often blurred by the varying visions that flash across the pages of life. Let us choose, whether in reality or fiction, those lives which are elevating, for all have the power to influence us.

ALICE PURINGTON, '93.

NEEDS OF GOULD'S ACADEMY.

IN the last issue of THE HERALD, attention was called to some of the more imperative needs of the Academy, in the hope that there were those among its friends who would be glad to afford themselves the luxury of doing a little good by supplying, or assisting to supply, some of those needs.

As yet, we have not been *overwhelmed* with contributions; but a beginning has been made, and we trust the heaven is still working. We are pleased to acknowledge the following: Webster's International Dictionary with holder from the class in English; Standard Dictionary (two volume edition) with holder from the editorial staff of the Academy HERALD; Chambers' Encyclopedia of English Literature (four volumes) from Prof. F. E.

Hanscom; a voltaic battery from Dr. J. D. Holt of Berlin, N. H. Edwin C. Rowe and J. C. Billings have also made contributions to the equipment of the laboratory.

From the proceeds of the entertainment given at the close of last term, the Reading-room has been supplied with the leading daily and weekly newspapers and the standard monthly magazines. There was still a balance unexpended, and the *Columbian Encyclopedia* (thirty-seven volumes) was purchased on the installment plan. Twenty-five dollars was paid in advance, and money must be raised in some way to pay the balance as the payments become due.

The Athletic Association has added boxing-gloves, flying and travelling rings to the equipment of the gymnasium.

We should also mention that the trustees have supplied some of the immediate needs of the physical laboratory, have made arrangements for heating the gymnasium, and have much improved the looks of the upper hall, small recitation room and laboratory with hard pine sheathing.

As will be seen, the help has come chiefly from those immediately interested; teachers, students and trustees. This is as it should be, for whatever interest and enthusiasm it may be possible to arouse, must emanate from these sources. We cannot expect assistance from others until we have first shown our willingness to improve every opportunity to help ourselves.

Are we not proving this even to the most skeptical? and in view of this are there not those who, out of their abundance, will assist and encourage us by contributing needed books to our library, apparatus for our gymnasium and laboratory, or money for the purchase of same?

How much good might be accomplished by those having abundant means, if a few free scholarships could be endowed in aid of poor but deserving students! What expenditure could be more praiseworthy or more far reaching in its results! We can never tell just how much good may result from an act of this kind; for the wave of influence, thus set in motion, will continue

to vibrate when the heart that caused the ripple has ceased to throb, and will continue to expand and widen until it breaks upon the boundless shore of eternity.

STUDENT LIFE AT BOWDOIN.

WITH the onward march of civilization, and the broadened scope of possibilities which it offers, comes the increasing demand for the higher education. Our boys and girls are no longer satisfied with the limited education which the high school or academy offers. To meet the higher requirements of public life, and to be able to perform their life-work on an equal footing with their fellow-men, they must have a longer and more extended preparation than formerly. This, and the increased prosperity of time, has brought it about that twenty-five hundred of Maine's young men and women annually leave the parental roof for colleges, far and near, in order to develop the higher faculties which they possess.

To the anxious parents, and to the younger brothers and sisters, who, in a few years, will follow in the steps of their elders, it is no doubt a matter of great interest as to how this great army of young people live while they are away from home: so perhaps a description of student life at Bowdoin College, which is among the oldest, as well as among the best institutions of learning in the land, will not be out of place in the columns of *THE HERALD*.

By a happy combination of circumstances, Bowdoin is enabled to occupy a unique position among her sister colleges. Brunswick, the small town in which it is located, offers in itself no attractions to allure the student from his work; and yet it is near enough to all the larger cities to enable him easily to avail himself of the opportunities which the proximity of a large city affords. The result of this circumstance of location, is to confine the whole interest of the student to the limits of the campus, where the munificence of Bowdoin's patrons has made it possible to satisfy, perfectly, every demand which

the requirements of a college education could possibly impose. Their money has given Bowdoin a campus, which, in its carefully-ordered arrangement, would rival a private park, surrounded by buildings which compare with the finest in America. The fame of the Walker Art Building is America-wide, and some of the paintings and art curios on its walls are priceless. The Science building was built without limit as to cost; and within its fire-proof walls are contained laboratories supplied with every modern convenience, large lecture halls, mineral and natural history cabinets, numerous offices, and a power-plant sufficient to run a mill. The Library, of seventy thousand volumes, is not the least of Bowdoin's resources, and would seem to be adequate for all practical purposes. Space does not allow a further enumeration of the advantages Bowdoin offers the student.

But, after all, in order that the advantages it offers may be fully appreciated, a college must have a competent staff of instructors, and the ability of Bowdoin's professors cannot be questioned. The president's name is becoming a name of international familiarity, and he has already been chosen as the only logical candidate for the presidency of America's greatest university. Among the many able professors are MacDonald, author of an important historical work; Robinson, whose experiments with the X-ray have made him well-known; Woodruff, author of Woodruff's Greek text books, and Johnson, a verse maker of some note.

However, the education of the mind is not all that must be cultivated by the college; the physical development of the student is of paramount importance. *Mens sana in corpore sano* comprehends the ideal man. The body must be sound or the mind must fail to reach its maximum ability. Bowdoin's fine athletic field and well-equipped gymnasium, where the students find spirited exercise under the supervision of a medical instructor, are well fitted to produce sound and perfect bodies; and to what degree these factors have succeeded is best shown by the many valuable trophies which adorn the different halls of the library.

There is, too, the moral and social side of one's nature to be considered. The symmetrical development of the student's character demands that they be not neglected. The prime aim of the college is to instill knowledge into the minds of its pupils; but if it neglects to form a firm foundation in a sound character, and in cramming the mind, forgets the development of the rest of the man, the resulting education will be like the hot-house flower, brilliant while it lasts, but short-lived and weak.

There are many organizations for the satisfaction of the student's social instincts. The whole body is brought together once a day in the chapel. The Y. M. C. A. is a living organization, conducted by the students themselves; and, therefore, actively interested in all that pertains to the welfare of the student body. Then, there are the various social events of the year, the freshmen receptions, the junior assemblies, and Ivy day.

But the chief social factor, which is, at the same time, one of the most powerful and important institutions of the college, is the Greek letter fraternities. There are seven separate chapters of the various fraternities established at Bowdoin, in which the students group themselves according to their common tastes, habits, and character. The object of these societies is primarily to cultivate social qualities and to establish warm and intimate friendships among the members. But the rivalry which must exist between such powerful organizations, spurs the members of each to the greatest efforts in order that his society may have the highest standard in scholarship, athletics, and general honors. The great feature of fraternity life, however, is the almost home-like conditions of life with which it surrounds its participants. The more fortunate of the societies have a complete section of sixteen rooms, entirely separate, and occupied only by members of one fraternity. Here in the "End," as it is called, the fellows make their homes, for such they really are, for four years. The rooms are heated by steam and lighted by electricity, and generally are furnished in a comfortable, and frequently elegant style. Some of the most progressive of

these societies have within themselves orchestras, mandolin and vocal quartets, and rarely an evening goes by without music from one of these combinations. The fellowship of the fraternities extends even to their eating, for each society has an eating-club of its own, generally a few steps from the campus, where all its members board.

Under such conditions as these, every capability of the student is drawn out to its uttermost; and when commencement is over, and he turns, parchment in hand, to face the world of work and sorrow, he may be pardoned, perhaps, for believing that there will be for him no happier days than those he spent under the grand old "whispering pines" of Bowdoin.

FRED MERRILL, G. A. '96.

Bowdoin College, Jan. 27, 1898.

IF I WERE YOUNG AGAIN.

IT may seem rather an unfortunate thing for an article written for a student publication to open with a flat contradiction of the popular fallacy that youth is the happiest period of life; and especially so for an article written in response to an invitation from such a source as would seem to furnish almost a refutation of the statement. The audacious writer thereof must surely expect to be relegated to an inglorious place among other heretics.

But firmly believing that middle age, even with its undeniable loss of romantic possibilities, holds yet the greatest opportunities for happiness, she feels it her unmistakable duty to flaunt this possibly original, at all events little recognized, truth in the face of the bright girls and boys whom all traditions are deluding with the doctrine that they themselves are sipping the nectar and ambrosia of human existence, and who are admonished when they complain that the diet is disappointing, that it is, at least, the best they will ever get. No, it is the people of mature life, upon whose consciousness has dawned the conviction that happiness is an art, but happily an art whose foundation principles are easy of comprehension; who

have laid aside the restless strivings after hazy, remote ideals, and are learning as poor, crochety, dyspeptic old Carlyle—so surely under divine commission to preach that we ought to be able to forgive him that he could not preach and practise both—has it, to find in "the poor, hampered, despised actual" their ideal; whose experience has furnished the balm of soothing thoughts and sage reflections for wounds that earlier would have rankled unconsolated; who have learned the great truth that one gets out of life just what one puts into it; who are constantly on the alert for the apprehension of all the infinite possibilities of our commonplace days;—it is to such as these that the best joys come.

With this conviction, I cannot say that I wish I were young again, even while confessing to the warmest enthusiasm for and sympathy with brave, beautiful young souls. But if I were young again, in spite of my comfortable predilections for middle life, and could carry into the metamorphosis the knowledge that the years have brought, what would I do? In the first place, I think I would, if I could, learn to be a splendid animal, fitted to do valiant work in a world from which the last trace of the monkish asceticism which inculcated disregard of the body, has disappeared, in a world which has come to an open-eyed recognition of the truth that moral and mental short-comings are often the results of physical limitations, and which, in the light of that knowledge, is, working bravely to undo the wrong of ages of misconception. And if some miscreant old ancestor had handed down, with various moral and mental handicaps, a few physical ones, I would, if human effort could do it, get the best of them. I would broaden a narrow chest, straighten stooping shoulders or shambling gait; I would learn to stand well, to walk well; I would attain a fine carriage and bearing in the plastic formative years when a cultivated habit soon becomes an unconscious trait with no risk of seeming an artificial one. I would have an intelligent knowledge of some of the simpler principles of the much-talked of dietetics. I would cultivate a liking for food rich in nourishing properties,

and I would school myself to be something of a stoic regarding delicacies that were especially tempting. Self-control in such appetites, apart from direct physical gain, helps inestimably in the almost inevitable struggle against other more fatal tendencies. I would pay scrupulous attention to such niceties of the toilet as involve that fastidious personal cleanliness and neatness of apparel that bespeak the true gentleman and gentlewoman.

I would try to acquire a careful, even a critical use of the English language. A fluent and accurate use of the mother tongue is a most charming, but unfortunately, a rare accomplishment, and seldom, I would almost say, never, attained through the polish and study of mature years. I have frequently heard men and women of fine scholarship regret their occasional mortifying and quite involuntary lapses into the vernacular of neglected early days. Edward Everett Hale says he considers that man well educated who is able to speak and write his own language correctly. Surely no acquirement more effectually accentuates one's culture than this, and the converse is equally true and unfortunately not without frequent illustration, that mental ability and even mental culture are, too often, concealed under slovenly habits of speech.

I would cultivate a love of good literature. It is an unmistakable fact that a taste for reading is rarely formed in mature life. Nor is it often that the mature mind, untrained to a discriminating perception of the beauties of prose or verse, can be made susceptible to their charm. And in any event, had I the blessed love of reading, or had I the unhappy lack of appreciation that makes the condition a more imperative one, I would not seek to wander unguided through the world of books. Ruskin, to be sure, says that a young girl, shut into a library, seeks by instinct her proper mental food. But Ruskin's theoretical maiden or any actual girl or boy would be greatly helped in their knowledge of literary good and evil by the suggestions of a trained, scholarly mind, who knows and loves books. Counting, as I do, as one of the priceless privileges of my life, the friendship at an inexpressible period of two persons of marked

literary culture and wide reading, one of whom occupies to-day an enviable position in the world of letters, I am sure, if I were young again, and this is perhaps the solitary thing I would re-do, I would place myself under the tutelage of some scholarly book lover, whose trained taste and discriminating judgment should direct my reading. I would form the habit of committing daily some fine passage of prose or verse, by way of adornment to my mental furnishings and the train of a too often recalcitrant memory. I would make it a point always to know the full name, or *nom de plume*, of the author of every book or important magazine article that I read. Such a habit would often be of great value in countless ways, as well as an important factor in the all-important memory training.

I would make it one of the objects of living to acquire a quick perception and ready practice of all the little amenities which constitute so much of the charm of daily living. I would cultivate, too, the habit, not alone of unflinching appreciation of all that is fine and good in those about me, but the ready and generous expression of that appreciation. For there is no surer test of a fine character than its hearty recognition of fineness in others.

And I would—but dear me! to what good is this ill-disguised attempt to bring normal young beings to the point of view of a philosophizing adult, whose only rather doubtful claim to the position of Mentor lies in the recognition of her own failures. Mr. Geo. Henry Lewes once said that the saddest fact of life was that the results of human experience were never transmissible. That granted,—but even so wise a theorist as Mr. Lewes may be wrong—my monologue is for naught. I might as well recall my utterances. And on the whole, I am not sure that in consideration of the magnificent opportunities this present age affords for being brought up in the way one should go, I might be induced also, to reconsider and consent to be, if I had the chance, young once more, and begin over again, in the full faith that a second period of middle-aged serenity would be even happier than this. —MARY C. HERRICK.

Quotations Applied.

("The bearing of these observations lies in the application on 'em.")

A man of real merit.
Merritt Gay.
How forcible are right words!
Morning Lectures.
A moral, sensible and well-bred man.
Charles Holmes.
In maiden meditation fancy free.
Alice Capen.
A man of independent mind.
Porter Swan.
I have learned to love despair.
Cæsar Students.
I am the very pink of courtesy.
Wallace Goodwin.
The long and the short of it.
Guy Swan and Edwin Harvey.
Life is short and art is long.
D-rawing Class.
Happy day that fixed my choice.
George French.
Impulsive, earnest, quick to act.
Alton Richardson.
These are the times that try men's souls.
Test Days.
Her stature tall; I hate a dumpy woman.
Ruby Smith.
For many are called, but few, chosen.
Declaimers.
With a smile that was child-like and bland.
Daisy Dixon.
Much may be said on both sides.
Question for Debate.
Discretion in speech is more than eloquence.
Joseph Hamlin.
Who filled thy countenance with rosy light?
Sara Farwell.
A sight to dream of, not to tell of.
Gymnasium Wednesday Evenings.
It *may* be possible to have too much even of a good thing.
Freshman Class.
And what is writ is writ; would it were worthier.
Original essays.
Honor lies in doing well whate'er we find to do.
Students of G. A.
An ounce of good cheer is worth a ton of melancholy.
Beatrice Kelliher.
Common sense in an uncommon degree is what the world calls wisdom.
Gerry Brooks.
A man he seems of cheerful yesterdays and confident to-morrows.
Mr. Pratt.
The Gods approve the depth and not the tumult of of the soul.
Edith Abbott.

I dare do all that may become a man,
Who dares do more is none.
Loren Glines.
Endurance is the crowning quality,
And patience all the passion of great hearts.
Our Teachers.
For forms of government let fools contest;
Whate'er is best administered is best.
Parliamentary Law Class.
Standing with reluctant feet,
Where the brook and river meet.
Belle Purington.
Such a fresh, blooming, chubby, rosy-cosy, modest little bud.
Effie Thurston.
With pencil weary and worn,
With eyelids heavy and red.
Essay Writers.
Self-reverence, self-knowledge, self-control—
These three alone lead life to sovereign power.
Cora Farwell.
Howe'er it be, it seems to me,
'Tis only noble to be good.
Addie Horr.
Thou sayest an undisputed thing in such a solemn way.
Guy Davis.
We slept and dreamed that life was beauty;
We woke and found that life was duty.
Rhetoric Class.
Just at the age 'twixt boy and youth,
When thought is speech and speech is truth.
Robert Sanborn.
If a youth passes by, it will happen, no doubt,
He may chance to look in as I chance to look out.
Alys Perkins.
Her modest looks the cottage might adorn,
Sweet as the primrose 'neath the thorn.
Vivian Kelliher.
She listened with a flitting blush,
With downcast eyes and modest grace.
Ethel Morse.
Her very very frowns are fairer far
Than smiles of other maidens are.
Barbara Carter.
Action may not bring happiness; but there can be no happiness without action.
George Ryerson.
A rose-bud set with little wilful thorns
And sweet as English air could make her.
Sara Chapman.
Full well they laughed with counterfeited glee
At all his jokes, for many a joke had he.
Fenwicke Holmes.
Zounds! I was never so bethumped with words since first I called my brother's father dad.
Harry Farwell.
First lets his fingers wander as they list,
And builds a bridge from dreamland for his lay.
Mr. Field at the piano.
Men of few words are the best men.
Gilbert Tuell.

A Corinthian, a lad of mettle, a good boy.
 Archie Cushman.
 O, while you live, tell truth and shame the devil.
 Those who communicate.
 As proper men as ever trod upon neat's leather.
 Oxford boys.
 He was a man of an unbounded stomach.
 Harry Hobson.
 I never knew so young a body with so old a head.
 Leon Walker.
 The rankest compound of villainous smell that ever
 offended nostrils.
 Laboratory.
 I have no other than a woman's reason;
 I think it so, because I think it so.
 Florence Carter.
 A proper man as one shall
 See upon a summer's day.
 George Blake.
 He could distinguish and divide
 A hair 'twixt south and south-west side,
 And wisely tell what hour o' day
 The clock does strike, by Algebra.
 Robert Bisbee.

Is George Harold French ?
 He was born in Paris.
 Why is Leon Valentine no longer a Walker ?
 He prefers a Cart—ah !
 Who owns the Porter Swan ?
 It has not yet been captured.
 For what is the G. B—lake celebrated ?
 Its depth.
 Who calls George Ryer—son ?
 His mother, of course.
 Why is the Ruth Bean so valuable ?
 It can be cultivated only in Bethel.
 What is the Junior class flower ?
 A Daisy.
 What is the Junior's favorite exclamation ?
 (P) Shaw.
 What is the favorite study of one of the
 Sophomore girls ?
 French.

Questions Answered.

What makes Merritt Brackett Gay?
He was born so.
Where are the Gerry Lynn Brooks?
In the Park.
Is Cora H. Far—well?
No; she has the mumps.
At what game can Minnie M. God win?—
Hearts.
Is Miss Purington the only Belle in school?
No; “there are others.”
In what year was Robert E. San—born?
1884
Are the Fenwicke Lindsay Ho(1)mes in
Bethel? Yes; on Broad Street.
Did ever Vivian J. Kelli—er(r) ?
Not to our knowledge.
Where is the W. Stanwood Field?
Adjoining the Park.
Why is Lulu Cross?
Because she can’t help it.
On what street is the Maud Chute?
Ask Hobson.
Where is the Ethel Morse (moss) found?
Down by the old mill stream.

What member of the Freshman class is most truly a man?
Cushman

What is one of the Junior girls favorite adieu?
Far(e)well.

COMMUNICATION.

GORHAM, N. H., Jan. 27, 1898.

My Dear Herald:

The invitation to contribute something to your columns comes to me in a busy time, when I cannot do justice either to myself or to your readers ; but I cannot resist the impulse, which the memories of the past force upon me, to thank you for your remembrance of me as an alumnus of "Old Gould's," in whose classic halls I learned the lessons which gave me my entrance into life's busy fields, and which have brought me a fair measure of success.

How well I remember the precious "Gem," which, forty years ago, and more, made its weekly appearance as the leading attraction of Lyceum night, and to which I contributed my first efforts in prose and rhyme.

I thought I was a poet then, and as for prose, no pen like mine had ever given words to thought ; but when, in after years, I came to know more of poetry and of prose, I saw that what I then thought was poetry was but boyish doggerel, and what I wrote for prose was simply trash. Yet that little paper was always full of pleasant things, and many a good writer of later years can trace his, or her, success from the foundation laid upon the pages of "The Gem."

Judge Foster was a poet then, and we used to con together the lines we felt would take the world by storm and make us second Shakespeares ; but it proved to be only our poetic age, which a year or two of life's storms washed away, and left us with no published record of poetic greatness.

What a characterization we made of each other then, when even the initials of our names were made to describe our vices or our virtues. I was "A Sad Torment," if the record of those pages could be relied on as true ; and I do not dare to deny it now, for the boys and girls who knew me then are not all dead.

How the memories of those classic halls rush in upon me ! No truer teacher ever lived than Dr. True, and how we tried his patience then ! I often think of him now, and of his long connection with old Gould's ; and, applying the great law of rewards and punishments, I think I see him enthroned in glory, while I am lost in wonder and in fear, thinking of what my punishment will be for not minding him better.

Yet such is life ; at best 'tis but the shadow of eternal ages, and in that shadow how often we are lost to view. In youth, the future is but a dream, and wasted hours, but pastime ; but maturer years bring more sober thoughts and riper judgment, and we regret, too late, the mis-spent hours which can never be recalled except in memory. We are never satisfied with our lives. In youth, we yearn for age, and, when it comes, we yearn for youth again ; but all in vain, for death soon closes the book and seals the record. What that record is, is ours in life to make ; and where

we fail let others, heeding, who shall follow us, strive for better things.

A. S. TWITCHELL.

IMPORTANCE OF PHYSICAL DEVELOPMENT.

IN Sparta, physical as well as mental development was made compulsory by the government ; but since we are not now required to wield the sword and carry the heavy armor on the slightest provocation, physical development has received less attention by modern peoples. It has not, however, ceased to be a virtue. Since this part of our education has been left to us, we should make a study of it, and work out the result for ourselves.

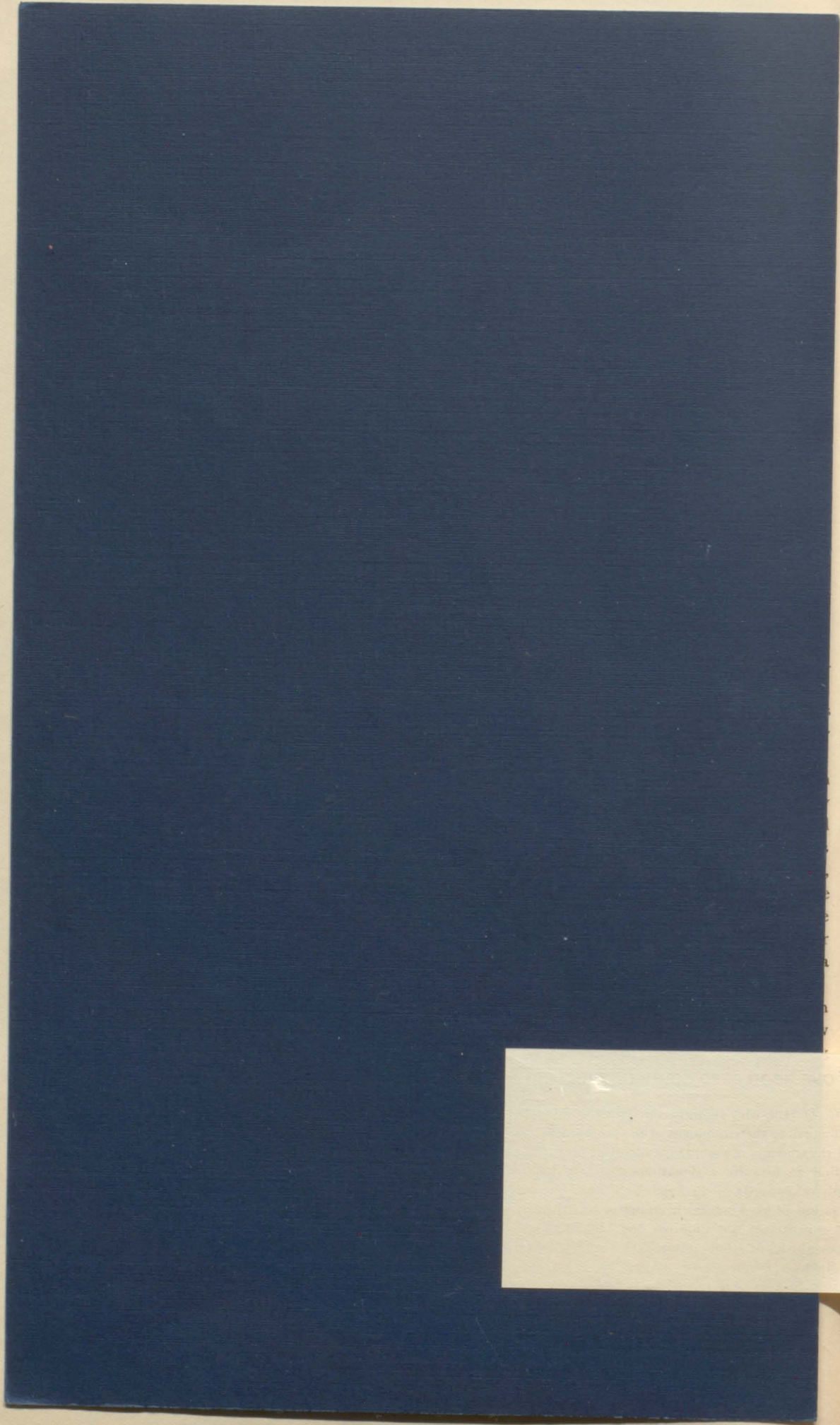
The question arises : What is the importance of spending any extra time developing our bodies ? It is important, first, because the body is the home of the mind which everyone is trying to develop to its uttermost. The body is the servant of the will, and obeys its commands. The will speaks to the body through the nerves, and the body responds according to its ability to obey.

There is another important way in which the body influences the mind. A weak, sickly body means a small supply of blood, and a limitation in mental endurance. Now, it is plain to see that, other things being equal, the man with the largest amount of rich, pure blood will be able to give better sustenance to his brain, to work longer, and to recover sooner after the work than a man who has a smaller supply of impure blood.

We easily see how necessary it is for a man to possess a good physical organism. How often our bodies are taxed in the every-day duties of life ! We must catch the train ; we must run to do it ; run fast, perhaps. If our body is in proper physical condition, no harm will come from it ; but if otherwise, we run at the risk of a serious strain, since our lungs and heart are not sufficiently strong to stand the unusual effort. While walking along the street, one falls on the ice. If the muscles of the body are well developed, nothing serious

LET ONE GOOD DEED COVER UP ANOTHER.

Dr. C. D. Hill, who recently contributed a valuable induction coil to the equipment of the laboratory, has placed the students of Gould's Academy under further obligation to him by a donation of twenty dollars to supply other needs. Perhaps we can show our appreciation of his kindness in no better way than by doing our utmost to improve the increasing advantages which our school offers. This we shall most assuredly do.—*Are the returns all in?*



will result; but should the accident happen to a poorly developed person, the shock and bruises might seriously affect his health. In short, there are a thousand and one ways in which a strong body is found necessary in a lifetime.

We should be proud of our physical development. The man with a fine physique walks along the street, knowing and feeling his strength, and with the consciousness that he can take care of himself. His muscles fairly ache to rescue some one from danger, to stop a runaway, or perform some other heroic deed. What fellow is there, possessing such muscular powers, who does not think of such things, and is certainly on the alert for just such opportunities of usefulness! Such a man will be quick to act when emergencies come. He will not be confused, for he knows his capabilities and can quickly bring them into service.

Yes, every boy and girl, every young man and woman, can well afford to give time and attention to acquiring a healthy and vigorous body. There are already enough puny, weak, hollow-chested men and women. Develop the body that has been given you. Run and romp; play games and ride your bicycle; row and swim; play base ball, foot ball, and tennis; engage in all the sports that tend to strengthen and build up the body, and you will become one of the most beautiful beings that God has created; viz: a person with a strong, symmetrical, and well-developed body.

ARCHER GROVER, '94.

University of Maine, Jan. 31, 1898.

School Notes.

Since the article headed "Needs of Gould's Academy" went to press, a much-needed addition has been made to the apparatus of the physical laboratory, in the shape of an induction coil, presented by Dr. C. D. Hill. The instrument works to perfection. Students and teachers feel very grateful to Dr. Hill for this much-needed and valuable gift.

We notice upon our reading-room table copies of the Los Angeles Sunday Times, contributed by Mr. F. I. Barker of Santa Barbara, Cal. Mr. Barker was a student at Gould's Academy years ago, and still holds the school and the students of those days in fond remembrance. A letter, written by Mr. Barker for publication in THE HERALD, has become mis-laid or lost, hence the inability of the editors to re-produce it here.

The following students are attending Gould's Academy this term for the first time:

Guy B. Barker,
Edward E. Bennett,
Jameson L. Finney,
Daniel T. Durell,
Fenwicke L. Holmes,
Merl J. Holt,
Alton Richardson,
Guy E. Swan,
Gilbert Tuell,
Almon E. Tyler,
Bessie Andrews,
Lulu H. Cross,
Constance H. Grover,
Hester M. Kimball,
Effie J. Thurston,
Mildred Tuell.

The reading-room is at present supplied with the newspapers and periodicals named below:

Boston Daily Herald, Portland Daily Press, Lewiston Evening Journal, New York World (tri-weekly), Journal of Education, Youth's Companion, Literary Digest, Outlook, *Bethel News, Great Round World, *Oxford Democrat, *Rumford Falls Times, *Berlin Reporter, *Gorham Mountaineer, Scientific American, *Berlin Independent, *Musical Record, *Improvement Era, Self Culture, McClure's Magazine, Review of Reviews. Those marked with a star are furnished by the publishers without charge. We take this opportunity to express our thanks for same.

SCHOOL ENTERTAINMENT.

At the close of the fall term, the students of Gould's Academy gave an entertainment in Odeon Hall for the purpose of raising money to supply the reading-room with the needed current literature. We clip the following report of the entertainment from the *Bethel News* :

Friday evening, Odeon Hall was filled to listen to the rendering of a program presented by the students of Gould's Academy, which was as follows :

School Chorus,	Columbia Hail.
Recitation,	Hanging a Picture,
	Mabel V. Shaw.
Original Essay,	Influence of Nature,
	Alys Perkins.
Vocal Duet,	
	Misses Florence and Barbara Carter.
Wand Drill,	Fourteen Young Ladies.
Patriotism in a Nut Shell,	
	Messrs. Bisbee, Blake, Hobson, and Holmes.
Original Declamation,	The American Flag,
	Leon Walker.
Recitation,	A White Lily,
	Sara Chapman.
Vocal Solo,	Mr. Field
Recitation,	A Gypsy Maid,
	Florence Carter.
Military Drill,	Academy Cadets.
Vocal Duet,	
	Misses Florence and Barbara Carter.
Declamation,	How Parson Whitney Spent New Year's,
	Mr. Gay.
Delsarte Drill,	Elocution Class.

When all did so well, it would be unjust to mete out special praise to any one. The original parts showed a depth of thought unusual in students so young. The drills were executed with perfect precision; the recitations and declamations showed careful training; the music was highly appreciated, and the Delsarte Drill was beautiful, and a fitting close to an exhibition, which had been ideal, inasmuch as it showed the most earnest work of every teacher, and an equal desire on the part of the pupils to do their best.

Our teachers came among us at the beginning of the year, as strangers. The interested audience was an indication of the deep interest our citizens have in the welfare of the school. The past term has been one of great value to the pupils, as the public examination and exhibition testify. The ideal has been reached when teacher and pupil work in unison for the greatest good, and parents and friends are willing to show their interest and work for the upbuilding of the school.

The department of elocution is a great help, as the exhibition demonstrated.

A hopeful and successful future for Gould's Academy is assured, and the teachers will return among us, no longer strangers, but welcomed as those who have inspired confidence in all who have the interest of education at heart.

The net proceeds of the entertainment amounted to sixty-one dollars and fifty cents, which has been expended as reported in another column. We wish to thank those who so kindly aided us by their patronage.

PRIZE SPEAKING CONTEST.

On the evening of Feb. 25th, the students of Gould's Academy, will hold a Prize Speaking Contest in Odeon Hall. The contestants were selected from the entire school by a committee, composed of Rev. F. E. Barton, Rev. Alexander Hamilton, and Rev. Israel Jordan. Two prizes will be awarded to the young ladies and two to the young gentlemen. Competent judges, not yet selected, will award the prizes.

All the speakers will be carefully trained, good music will be furnished, and a first-class entertainment is assured. Proceeds of entertainment will be expended for needed reference books for the school.

PROGRAM :

	Music.
Uncle Ripley's Speculation,	MINNIE M. GODWIN.
Travers' Hunt,	ROBERT C. BISBEE.
The Rivals,	ALYS C. PERKINS.
How Tom Sawyer White-washed the Fence,	EDWIN L. HARVEY.
Lily Servosse's Ride,	MILDRED E. STANTON.
	Music.
Execution of Sydney Carton,	GEORGE H. FRENCH.
Good Night, Papa,	CORA H. FARWELL.
A Vagabond Prince,	MERRITT B. GAY.
Old Mother Goose,	SARA B. CHAPMAN.
	Music.
The Stranded Ship,	LEON V. WALKER.

The Shadow of Doom,

HENRIETTA DOUGLASS.

How Ruby Played,

MERL J. HOLT.

The Gypsy Flower Girl,

FLORENCE CARTER.

Music.

Hand-Car 412,

GEORGE H. BLAKE.

A Mourning Veil,

ETHEL SANBORN.

The Roman Sentinel,

CHARLES H. HOLMES.

Youma,

MABEL V. SHAW.

Music.

GOULD'S ACADEMY MIXED QUARTETTE.

At the beginning of the present term, a mixed quartette was organized, consisting of Florence Carter, soprano; Barbara Carter, contralto; W. Stanwood Field, tenor; and Leon Walker, bass. This quartette has given a few concerts in surrounding towns with very pleasing results. Usually the quartette is assisted by Miss Mayo, or one of the students, as reader, and accompanied by Miss Hall or Miss Billings. The quartette is under the management of Mr. Field, and anyone wishing to arrange a date for the quartette should correspond with him. The class of music sung by this quartette is shown by the following program, which was given at Gorham, N. H., Jan. 27:

PROGRAM:

1. a—A Spring Song,
b—The Mill,
QUARTETTE.
MR. FIELD.
2. Solo—Pauline,
MISS MAYO.
3. Reading,
MISS MAYO.
4. Duet—La Serenata,
MISS CARTER, MR. WALKER.
5. Forget Me Not,
QUARTETTE.
6. Reading,
MISS MAYO.
7. Moonlight and Music,
QUARTETTE.
INTERMISSION.
8. The Radiant Morn,
QUARTETTE.

9. Reading—Coming Home,
MR. WALKER.

10. Duett—Seek Ye the Lord,
MR. FIELD, MR. WALKER.

11. Reading,
MISS MAYO.

12. Hymn—Now the Day is Over,
QUARTETTE.

Lansing

Selected

It may be of interest to the readers of THE HERALD to note a few clippings from the local papers.

Rumford Falls, Jan. 15th and 16th, 1898.

Last Saturday evening, a fair-sized audience met at the Universalist Church to witness the entertainment given by the Gould's Academy quartette.

The parts were all well rendered. The Misses Carter are about sixteen and eighteen years of age, and Mr. Walker is fifteen.

The voice of Barbara Carter would be a credit to a lady ripe in years. The rich strains filled the church.

As readers, Miss Carter and Mr. Walker both were received with applause but did not answer to the encores.

Mr. Field and Miss Florence Carter did themselves credit, but the others were especially mentioned on account of their ages.

Miss Hall, as accompanist, also did herself credit and was highly complimented, in-as-much as she had prepared her music for the piano and found a pipe organ as a substitute.

There is not a shadow of doubt that Gould's Academy stands higher in the estimation of the people of Rumford Falls than it did before the entertainment, and, if we were sure that all the students would have the same gentlemanly and ladylike deportment that these had, it would advance still higher.

AT CHURCH.

Sunday morning, there was a large attendance at the Universalist Church to hear this quartette, who sang the following selections:

- | | |
|------------------------------------|--------------|
| Anthem, | |
| a The Radiant Morn, | Woodward. |
| b Christian, the Morn, | Shelly. |
| Anthem, | |
| a The King of Love My Shepherd Is, | Shelly. |
| b Abide With Me, | Hanscom. |
| Response, | |
| Lowly at Thine Altar Bending, | Hanscom. |
| Solo, | Selected, |
| | Miss Carter. |
| Duet—Seek Ye the Lord, | |
| Messrs. Field and Walker. | |

DIXFIELD.

The Gould's Academy quartette delighted the large congregation at the church Sunday afternoon. Mr. W. Stanwood Field, the leader, is well known here. Gould's Academy is not only honored by the talent of its quartette, but also by the gentlemanly and ladylike bearing of those who comprise it. Miss Florence

Carter, the soprano, is editor-in-chief of the Academy Herald, a bright school magazine, interesting and instructive. Rev. Mr. Webber made a few remarks during the evening service regarding the school. It was with pleasure that he could commend the school as one of the leading institutions of its kind in the State. Situated as it is, on one of the most beautiful spots in Maine, surrounded by the lofty mountains and fruitful valleys of Oxford county, we believe it will continue to grow in favor among our people and become a still larger influence in shaping the lives of young men and young women.

—Rumford Falls Times.

Bethel, Me., Dec. 16, 1897.

Mr. Field, in that pleasing manner with which we are familiar, sang, "If the Waters Could Speak as They Flow." Mr. Field was at his best and was heartily received. He has the power of the baritone and the purity of the tenor, and has never failed to please a Bethel audience.

Miss Florence Carter sang in her delightful way, "Revel My Heart." Miss Carter has a charming voice which promises a bright future for her in musical circles.

The last upon the program was a reading by Miss Mayo, "The Stranded Ship." Anything that we might say would simply be a review of what our people know of Miss Mayo's peculiar and well-developed talent; hence, suffice it to say, she fully sustained the merited reputation which she has won by her efforts in the past. Miss Mayo is one of the best elocutionists that ever appeared before a Bethel audience, and is fully deserving of the high esteem in which she is held.

—Bethel News.

Gorham, N. H., Jan. 27, 1898.

The concert given by the Gould's Academy quartette in the Congregational church, last Thursday evening, was a great success. The large audience that filled the building applauded generously to the beautifully rendered selections given by the quartette, and to the humorous and dramatic readings by Miss Mayo.

The solo by W. Stanwood Field, entitled "Pauline," was encored, as was the quartette selection, "Forget Me Not." Gould's Academy has every reason to be proud of its musical talent, for the singing of its quartette was much enjoyed and appreciated by all who attended.

—Mountaineer.

Exchanges.

Our exchange column is not so large as we would like to see it. We would be glad to have upon our exchange table every school-

paper published in Maine, and would be equally glad to send ours in return.

We are pleased to acknowledge the following: High School Record, Ellsworth, Maine; The Stranger, North Bridgton, Maine; The Chronicle, South Paris, Maine.

We don't want to buy your dry goods,
We don't like you any more,
You'll be sorry when you see us
Going to some other store.

You can't sell us any sweaters,
Four-in-hand or other fad;
We don't want to trade at your store,
If you won't give us your ad.

Ex.

We have also received The Good Will Record, E. Fairfield, Maine; The Bowdoin Orient, Brunswick, Maine; The Amaracus, Monmouth, Maine.

According to Dr. Darwin and others, it takes a monkey thousands of years to make a man of himself; but a man can make a monkey of himself in a minute.

Ex.

Also the Washington Academy Record, E. Machias, Maine; The Phillippian, Phillips, Maine; High School Journal, Dexter, Maine.

Darkibus nightibus,
No lightorum;
Climibus postibus,
Breechibus torum

Ex.

We likewise have The Cadet, Orono, Me., The Coburn Clarion, Waterville, Me., The Wreath, Wilton, Me.

The following remarkable physiological statement occurs in a school examination paper:

"The human body is divided into three parts—the head, the chest and the stomach. The head contains the eyes and brains, if any. The chest contains the lungs and a piece of the liver. The stomach is devoted to the bowels, of which there are five—a, e, i, o, u and sometimes w and y."

Ex.

We would be glad to see the following: Kents Hill Breeze, Kents Hill, Me.; The Ariel, Bucksport, Me.; The Academy Review, Foxcroft, Me.; The Bates Student, Lewiston, Me.; The Messenger, Deering, Me.; The Tripod, Saco, Me.; The Lever, Skowhegan, Me.; The Scroll, Charlestown, Me.; High School Breccia, Deering Center, Me.; The Oracle, Bangor, Me.; The Racquet, Portland, Me.; High School Whisperings, Camden, Me.; The Recorder, Lynn, Mass.; The Record, Boston, Mass.; The Gem, Springfield, Mass.

Schedule of Studies,

GOULD'S ACADEMY.

Fourth Class.

Classical Course.	Academic Course.
FALL TERM.	
Latin.	Latin or Physical Geogra- phy.
Algebra.	Algebra.
English.	English.
Arithmetic.	Arithmetic.
WINTER TERM.	
Latin.	Latin or Physical Geogra- phy.
Algebra.	Algebra.
English.	English.
Arithmetic.	Arithmetic.
SPRING TERM.	
Latin.	Latin or American History.
Algebra.	Algebra.
English.	English.

English Literature one hour per week through the year in Classical Course.

Third Class.

Classical Course.	Academic Course.
FALL TERM.	
Latin.	Latin or Book-Keeping.
Algebra.	Algebra.
Greek or French.	Rhetoric or French.
Rhetoric.	
WINTER TERM.	
Latin.	Latin or Physiology.
Algebra.	Algebra.
Greek or French.	Rhetoric or French.
Rhetoric.	
SPRING TERM.	
Latin.	Latin or Zoology.
Roman History.	Roman History.
Greek or French.	Business Arithmetic or French.

English Literature one hour per week through the year in Classical Course.

Junior Class.

Classical Course.	Academic Course.
FALL TERM.	
*Latin.	*Latin or Physics.
Greek or French.	Chemistry, French or German.
Geometry.	Geometry.
WINTER TERM.	
*Latin.	*Latin or Physics.
†Greek or French.	Chemistry, French or German.
Geometry.	Geometry.
SPRING TERM.	
*Latin.	*Latin or Astronomy.
†Greek or French.	Civics, French or German.
Geometry.	Geometry.

English Literature one hour per week through the year in Classical Course.

*Latin Composition once a week through the year. †Greek Composition once a week.

Senior Class.

Classical Course.	Academic Course.
FALL TERM.	
Latin.	Latin or English Litera- ture.
Greek or French.	Psychology, French or German.
Grecian History.	Grecian History.
WINTER TERM.	
Latin.	Latin or English Litera- ture.
Greek or French.	English History, French or German.
Review Mathematics.	Review Mathematics.
SPRING TERM.	
Latin.	Latin or Solid Geometry.
Greek or French.	Geology or French.
Reviews.	Botany.

English Literature once a week through the year in Classical Course.

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Blake, George,	Oxford, "
Carter, Florence,	Bethel, "
Chapman, Sara,	" "
Dixon, Daisy,	" "
French, George,	" "
Holmes, Charles,	" "
Holt, Merl,	Berlin, N. H.
Kelliher, Beatrice,	Bethel, Me.
Kelliher, Vivian,	" "
Shaw, Mabel,	" "
Thurston, Maud,	" "
Walker, Leon,	Oxford, "
Brooks, Gerry,	Upton, Me.
Farwell, Cora,	Bethel, "
Morse, Ethel,	" "
Perkins, Alys,	" "
Smith, Ruby,	" "

JUNIOR CLASS, '99.

SOPHOMORE CLASS, 1900.

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Class Motto, *Labore et honore.*

Class Colors, Violet and white.
Class Motto, *Non scholæ sed vitæ discimus.*

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Merritt Gay,	Porter Swan.	Cross, Lulu,	" "
Winona Scribner.		Capen, Alice,	" "
		Cummings, Margaret,	" "
NAME.	RESIDENCE.	Cushman, Archie,	So. Bethel, "
		Durell, Daniel,	Bethel, "
		Douglass, Henrietta,	" "
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Davis, Guy,	" "	Farwell, Ethel,	Bethel, "
Farwell, Harry,	Boston, Mass.	Finney, Jameson,	" "
Farwell, Sara,	Bethel, Me.	Goodwin, Wallace,	" "
Gay, Merritt,	Casco, "	Godwin, Minnie,	" "
Grover, Constance,	Bethel, "	Glines, Loren,	" "
Scribner, Winona,	" "	Holmes, Fenwicke,	" "
Stanton, Mildred,	Mechanic Falls, "	Hobson, Harry,	Hastings, "
Swan, Porter,	Bethel, "	Hamlin, Joseph,	Milton, "
		Hamilton, Paul,	Bethel, "
		Harvey, Edwin,	Gorham, N. H.
		Horr, Addie,	Bethel, Me.
		Kimball, Hester,	East Bethel, "

FRESHMAN CLASS, 1901.

Class Colors,	Pink and green.	Parker, Lizzie,	Bethel, "
Class Motto,	<i>Remiga non fluita.</i>	Purington, Belle,	" "

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Maud Chute.		Sanborn, Ethel,	" "
		Sanborn, Robert,	" "

NAME.	RESIDENCE.	Tuell, Gilbert,	Bethel, "
		Tuell, Mildred, <td>" "</td>	" "
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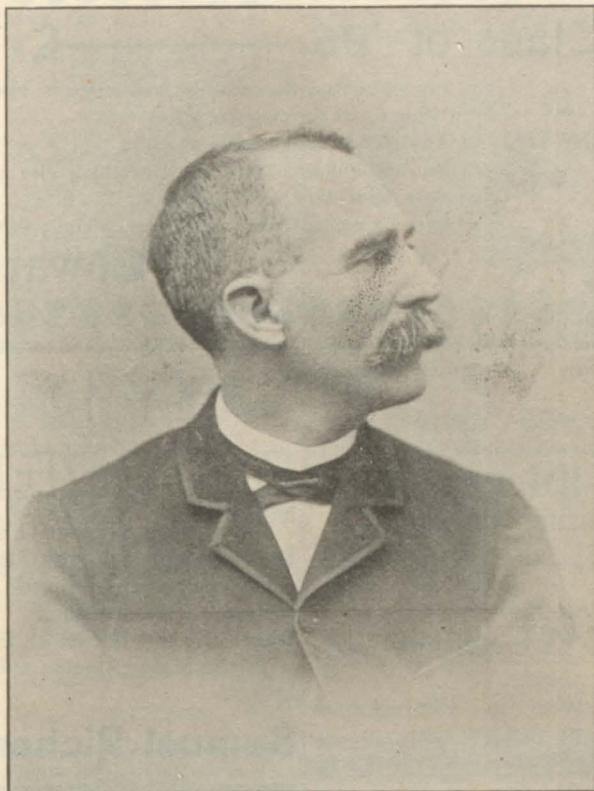
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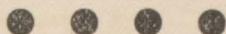
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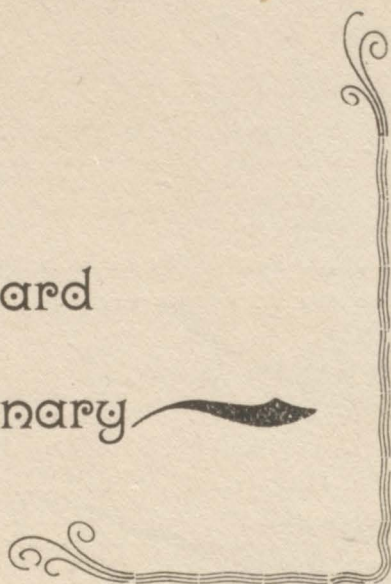
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